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Maintaining self while adapting: Chinese foreign language teachers' identity development in an intercultural context

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Propositions

1. Maintaining self while adapting is the best way for international teachers to develop as well-rounded professionals. (this dissertation)
2. Teaching overseas significantly enhances teachers' professional development by prompting critical self-reflection and identity refinement. (this dissertation)
3. Intercultural competence should be considered a mandatory professional skill for teachers to operate effectively in global educational contexts. (this dissertation)
4. In intercultural settings abroad, international teachers need to be redefined as agentic professionals who can enrich the pedagogical landscape, not as transient workers. (this dissertation)
5. Teacher identity development should be viewed not just as an individual journey but as a process shaped by the school environment and broader education policies. (this dissertation)
6. Inclusive pedagogical approaches are essential for fostering teacher identity development.
7. Effective teaching strategies demand flexibility, cultural sensitivity, and continuous reflective practice.
8. Policies and practices that actively validate diverse cultural experiences significantly strengthen teachers' teacher identity development.
9. People are spending more time curating their lives online than actually living them.
10. Being busy is often mistaken for being important.
11. A fulfilling life requires both disciplined effort and the unapologetic pursuit of joy.
12. The abundance of choice in modern life often leads to more anxiety rather than greater freedom.